Code Elementary

315 Holland Avenue
Seneca, SC 29678

Grades	PK-5 Elementary School	
Enrollment	415 Students	
Principal	Kathleen M. Eichler	864-886-4435
Superintendent	Dr. Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Below Average**
2008	Average	Below Average
2007	Average	Good
2006	Average	Below Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

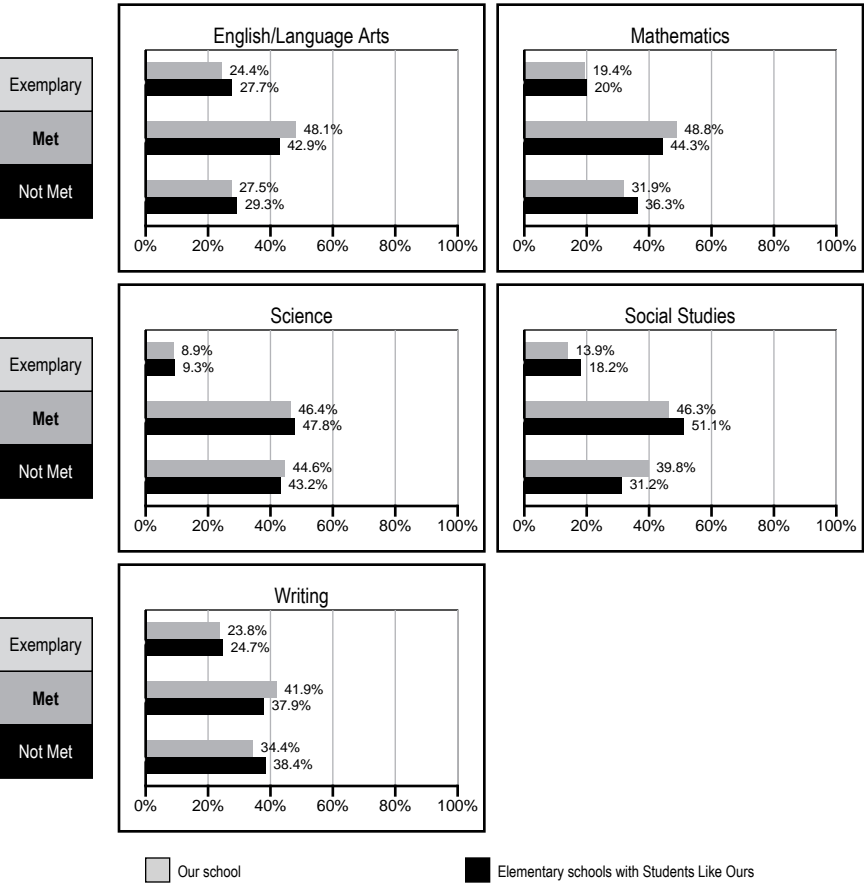Percent of students tested in 2008-09 whose 2007-08 test scores were located | **98.3%**

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	83	28	4

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	24.4%	27.7%
Met	48.1%	42.9%
Not Met	27.5%	29.3%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	19.4%	20%
Met	48.8%	44.3%
Not Met	31.9%	36.3%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	8.9%	9.3%
Met	46.4%	47.8%
Not Met	44.6%	43.2%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	13.9%	18.2%
Met	46.3%	51.1%
Not Met	39.8%	31.2%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	23.8%	24.7%
Met	41.9%	37.9%
Not Met	34.4%	38.4%

Legend: ☐ Our school　■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable　N/AV–Not Available　N/C–Not Collected　N/R–Not Reported　I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=415)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 2.9%	2.5%	1.9%
Attendance rate	96.8%	Up from 96.7%	96.0%	96.3%
Eligible for gifted and talented	9.6%	Down from 11.9%	6.2%	10.0%
With disabilities other than speech	13.5%	Up from 12.5%	9.0%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	66.7%	Down from 67.5%	57.1%	59.4%
Continuing contract teachers	90.5%	Down from 92.5%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.0%	Up from 90.3%	84.7%	85.9%
Teacher attendance rate	94.8%	Up from 94.4%	95.0%	95.1%
Average teacher salary*	$52,128	Up 5.5%	$46,051	$47,149
Professional development days/teacher	16.2 days	Down from 19.9 days	11.7 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Up from 14.4 to 1	18.0 to 1	18.8 to 1
Prime instructional time	89.3%	Up from 89.1%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$11,911	Up 13.2%	$7,754	$7,458
Percent of expenditures for instruction**	68.4%	Up from 64.2%	68.1%	68.8%
Percent of expenditures for teacher salaries**	64.6%	Up from 59.0%	62.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Code Elementary is a Title 1 school and serves approximately 400 students. The faculty and staff strive for academic excellence and continuous improvement for all Code's children. Our school motto is Believe and Achieve. Our motto is very appropriate for our teachers' and students' efforts to keep learning as our focus. The past year we were selected as a National Title 1 School of Distinction for closing the achievement gap.

Three faculty members have earned National Board Certification and three other staff members are currently seeking this status. We are fortunate to have two instructional coaches for Literacy and Math/Science. This year Teresa Suggs was selected as our Teacher of the Year and was one of the District's ten finalists. Haywood Wright, a member of our Custodial Team, was selected as the SDOC Support Person of the Year.

To prepare our students for the 21st Century, our classrooms are equipped with the best instructional technology. SmartBoards, airliners, CPS units, computerized microscopes, and digital cameras allow students to integrate technology across the curriculum. In addition to the technology that is used during the school day, we received a 21st Century Community Learning Center grant for our after school program, Club 245. We had approximately 125 students attend the program from 2:45 to 5:30 engaged in technology enhanced learning activities such as learning to use digital cameras, editing digital movies, and participating in Lego robotics. The program has a web presence at www.itcentter.clemson.edu/club245.

Our school belongs to the community. Churches, Rotary Clubs, Boy Scouts, Schneider-Electric/Square D, Clemson University, Blue Ridge High School Alumni are some of the organizations involved in making Allen L Code a source of pride for the community. Club 245 had approximately 200 community volunteer hours and over 1,000 CU student volunteer hours. (An estimated dollar value of $23,218 for volunteer time.) Our business partner Schneider-electric donated $4,000 to support our school initiatives.

One of our continuous goals is to increase parent involvement. Together with Club 245 and Mrs. Nina Hanks, Parent Coordinator, we made great progress on this goal. Over the course of the year, many parent events have been planned to encourage our parents' involvement.

Next year Allen L. Code Elementary and J. N. Kellett Elementary will combine to form a new elementary school, Blue Ridge Elementary. Our new school will build on the successes and strengths of each school. Blue Ridge will become a lasting legacy to the children and community of Seneca, S.C.

Kathy Eichler, Principal and Stacey Smith, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	50	27
Percent satisfied with learning environment	100.0%	80.0%	80.8%
Percent satisfied with social and physical environment	100.0%	74.0%	81.5%
Percent satisfied with school-home relations	76.3%	78.0%	70.4%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress | YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	177	100	27	48.5	24.5	85.9	86	82.8	Yes	Yes
Gender										
Male	84	100	29.9	50.6	19.5	81.8	82.7	79.3	N/A	N/A
Female	93	100	24.4	46.5	29.1	89.5	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	89	100	22.2	46.9	30.9	93.8	87.8	89.5	Yes	Yes
Affrican American	75	100	31.9	48.6	19.4	77.8	76.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	92.3	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	80.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	38	100	30.3	60.6	9.1	75.8	62.8	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	79.4	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	148	100	29.9	50	20.1	83.6	80.7	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	177	100	31.3	49.1	19.6	76.1	82.8	78.9	Yes	Yes
Gender										
Male	84	100	29.9	54.5	15.6	81.8	81.2	77	N/A	N/A
Female	93	100	32.6	44.2	23.3	70.9	84.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	89	100	24.7	48.1	27.2	82.7	85.2	87.2	Yes	Yes
Affrican American	75	100	38.9	47.2	13.9	68.1	68.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	79.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	38	100	51.5	45.5	3	54.5	54.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	79.8	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	148	100	34.3	50	15.7	73.1	75.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	120	99.2	44.2	46	9.7	55.8	69	67.5
Gender								
Male	60	98.3	41.8	45.5	12.7	58.2	67	67
Female	60	100	46.6	46.6	6.9	53.4	71.1	68
Racial/Ethnic Group								
White	62	100	32.2	52.5	15.3	67.8	73	79.5
African American	56	98.2	56.6	39.6	3.8	43.4	48.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.8	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	25	100	62.5	33.3	4.2	37.5	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	53.7	59.6
Socio-Economic Status								
Subsized meals	98	99	48.4	44	7.7	51.6	57.9	55.1
Social Studies								
All Students	120	100	39.1	46.4	14.5	60.9	71.8	72.3
Gender								
Male	55	100	39.2	45.1	15.7	60.8	72.1	71.5
Female	65	100	39	47.5	13.6	61	71.6	73.2
Racial/Ethnic Group								
White	59	100	25	50	25	75	74.5	80.7
African American	50	100	51	46.9	2	49	55.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	66.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	21	100	56.3	37.5	6.3	43.8	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.7	67.9
Socio-Economic Status								
Subsized meals	102	100	44.6	44.6	10.9	55.4	62.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	174	97.1	33.5	42.4	24.1	66.5	72	70.2	96.8	96.4
Gender										
Male	83	97.6	37.3	49.3	13.3	62.7	63.8	63.2	96.8	96.4
Female	91	96.7	30.1	36.1	33.7	69.9	80.5	77.5	96.9	96.3
Racial/Ethnic Group										
White	88	96.6	26.9	41	32.1	73.1	74.3	79.1	96.3	96.2
Africian American	73	98.6	40.8	42.3	16.9	59.2	59.8	57.6	97.7	97.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.8	86.2	92.1	97.5
Hispanic	12	91.7	I/S	I/S	I/S	I/S	65.7	62.6	96.9	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	97.5
Disability Status										
Disabled	38	89.5	72.4	24.1	3.4	27.6	26.4	26.1	95.7	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96
English Proficiency										
Limited English Proficient	11	90.9	I/S	I/S	I/S	I/S	62.8	61.2	96	97.2
Socio-Economic Status										
Subsized meals	143	97.2	36.7	43.8	19.5	63.3	62.4	58.9	96.7	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	55	100	36.7	34.7	28.6	63.3
	4	64	100	21.3	59	19.7	78.7
	5	58	100	24.5	49.1	26.4	75.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	55	100	36.7	49	14.3	63.3
	4	64	100	26.2	44.3	29.5	73.8
	5	58	100	32.1	54.7	13.2	67.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	28	96.4	52	36	12	48
	4	64	100	41	45.9	13.1	59
	5	28	100	N/AV	N/AV	N/AV	55.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	27	100	45.8	45.8	8.3	54.2
	4	63	100	33.3	51.7	15	66.7
	5	30	100	46.2	34.6	19.2	53.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	54	100	40.8	30.6	28.6	59.2
	4	63	96.8	25.4	50.8	23.7	74.6
	5	57	94.7	36	44	20	64
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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